**3rd Grade Reading Lesson Plans for Mrs. Dean Unit 4 Week 1**

**Story Title- “Wings”**

**Monday** COS 3.2, 3.3, 3.4 Obj. SW- identify cause & effects; answer questions to understand cause & effect; Use word structure to determine the meaning of words with the –ing ending; Use word parts to decode words with irregular plurals

**WHOLE GROUP-** 1)Daily Questions: How can being unique sometimes make a person lonely? 2)Listen to read aloud “Dancing in the Wings” TE pg 12l; Fluency Purpose- Model Accuracy & Appropriate Pace/Rate 3)Read/discuss skill pgs 12-13 4)Create an Answer Questions strategy graphic organizer as a visual from pg 12 to complete while reading” A Dragon’s Tale” orally 5)Review Vocabulary Words using educational website on Active Board

**SMALL GROUP-** Venn Diagram Wkbk Pg 3

**CPA’S** 1)Daily Question (in a complete sentence) 2)Missed Spelling 5x’s Each 3)Voc Folder 4)Cursive

**Materials:** Post It Notes; Textbook; Voc Folders; Colors; Wkbk Pg 143; CPA Notebook

**Evaluation-** Teacher Observation/Participation; Voc. Wkbk. Pg 4

**Statement of Student Engagement-** Students will use an answer questions graphic organizer to identify cause and effect.

**Tuesday** COS 3.2, 3.3, 3.4 Obj. See Monday

**WHOLE GROUP-** 1)Daily Question: Are these wings the only thing that makes sense? (story prediction) 2)Read/discuss voc pg 14-15 3)Phonics Talk TE 35i 4)Discuss genre: fantasy & story title; read/discuss weekly story; TW use Skim/Scan Question to monitor understanding of weekly skills

**SMALL GROUP**- Refer to Small Group Plan Page for Leveled Readers: The Lesson of Icarus; Brave Settlers in a Strange Land; Special Talents: Extraordinary Lives- Complete Answer Questions Graphic Organizer

**CPA’S** 1)Daily Question (in a complete sentence) 2)Wkbk Pgs 7-8 3)Spelling Irregular Plural Sort 4)Voc Folders 5)Cursvie 6)Reread Weekly Story to Self

**Materials:** Post It Notes; Textbook; Wkbk Pgs 7-8; Highligters; Voc Folders; Colors

**Evaluation-** Wkbk Pgs 7-8- Daily Grade

**Statement of Student Engagement-** Students will complete an Answer Questions Graphic Organizer to show cause/effect relationships.

**Wednesday** COS 3.2, 3.3, 3.4 Obj. See Monday

**WHOLE GROUP**- 1)Daily Question: How have your first impressions of people changed after getting to know them? 2)Review voc, phonics, & story ; TW use wrap around questions/discussions in TE

**SMALL GROUP**- Answer Questions Graphic Organizer to show Cause/Effect relationships from the Weekly Story

**CPA’S** 1)Daily Question (in a complete sentence) 2)Scavenger Hunt 3)Voc Sentences 4)Spelling Choice 5)Cursive 6)Voc Folders 7)Partner Reread Weekly Story

**Materials:** Post It Notes; Textbook; Scavenger Hunt; CPA Notebook

**Evaluation-** Scavenger Hunt/Voc Sentences- Daily Grade

**Statement of Student Engagement-** Students will complete a graphic organizer to show understanding of cause/effect relationships related to the story; students will complete comprehension questions from the story in a scavenger hunt, & write a complete sentence for each vocabulary word.

**Thursday** COS 3.2, 3.3, 3.4 Obj. SW complete a reading comprehension multiple choice & writing test from weekly story

**WHOLE GROUP** 1)Review the story using retelling cards 2)Review voc words 3)SW complete the reading selection test

**SMALL GROUP**- Writing Workshop- Refer to TE WA8- Writing Prompt- One of a Kind~ See Strategic Intervention Writing Workshop pg TE WA8 for suggestions about brainstorming/writing about unique or one of a kind people.

**CPA’S** 1)Writing Workshop 2)Cursive 3)AR

**Materials:** Sequence Retelling Cards; Selection Test; CPA Notebook

**Evaluation-** Selection Test/Voc Folders

**Statement of Student Engagement-** Students will complete a multiple choice selection test that also includes a writing response section.

**Friday** COS 3.2, 3.3, 3.4 Obj. See Monday

**WHOLE GROUP** 1)Preview next week’s skills with Family Times Workbook Page 2)Predict next week’s spelling pattern as they practice write them onto the Family Times Workbook Page 3)Read/discuss Newsletter; HW Packet; Webpage

**SMALL GROUP**- Writing Workshop to Conference/Edit; Teacher will meet with groups to review weekly story using graded weekly selection test; Teacher will progress monitor students for fluency/comprehension.

**Materials:** CPA Notebook; Family Times; Newsletter; HW Packet

**Evaluation-** Teacher Observation/Participation

**Statement of Student Engagement-** Students will conference with teacher to complete the steps of the Writing Process to complete the weekly Writing Workshop on a given prompt.